DOCUMENT RESUME

ED 382 876 CE 069 072

AUTHOR Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn
TITLE Individualized Career Plans: Opening Doors for All Students.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE May 95
NOTE 7p.; Prepared by the Office of Student Services, National Center for Research in Vocational Education, University of Illinois site.
AVAILABLE FROM Office of Student Services, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Office of Student Services' Brief; v7 n1 May 1995

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Counseling; *Career Planning; *Cooperative Planning; *Education Work Relationship; *Individualized Programs; Records (Forms); Secondary Education; *Vocational Education
IDENTIFIERS *Individualized Career Plans

ABSTRACT

Like the individualized education program mandated for students with disabilities, an individualized career plan (ICP) can serve to guide a student's education. The ICP process can help all students plan their futures but is especially critical for students at risk of failing. ICPs have been advocated by career counselors for the past 3 decades. More recently, individualized career planning has been supported in various federal legislation including the Individuals with Disabilities Education Act and the School-to-Work Opportunities Act of 1994. An ICP must take the student's needs, goals, interests, and goals into account. ICP planning team members can adopt the National Occupational Information Coordinating Committee's integrated approach to comprehensive career guidance and counseling, which suggests the following strategies: outreach, student assessment, parental involvement, intra- and interagency collaboration, ICP implementation, and regular ICP updates. The following types of information are recommended for inclusion in a student's ICP: personal data, career and educational goals, formal and informal assessment data, high school course plan, employment history, and career development activities. (A sample ICP is included.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NCRVE

National Center for Research in Vocational Education

University of California, Berkeley

Office of Student Services'

BRIEF

Volume 7, Number 1

ED 382 876

INDIVIDUALIZED CAREER PLANS: OPENING DOORS FOR ALL STUDENTS

by Esmeralda S. Cunanan and Carolyn Maddy-Bernstein

Schools need to assist students with:

- **making informed career decisions**
- **developing job skills**
- **occupational exploration**
- **developing job-finding skills**
- **job placement**

All young people need help to be successful in school and, ultimately, in life. Teachers, counselors, school administrators, and parents are key to assisting all students in finding meaningful careers. Critics of American education frequently blame schools for not doing enough to assist students – particularly those not bound for college and students with disabilities – with developing job skills, making informed career choices, developing job-finding skills, and job placement. Regardless of gender, ethnic or cultural background, or socio-economic status, all students should set goals towards a rewarding career path. Proactive schools provide services, programs, and activities that are focused on students' needs. Like the individualized education program (IEP) mandated for students with disabilities, an individualized career plan (ICP) can serve as a guide to a student's education. While all students and adults need to plan, the ICP process is critical for students at risk of failing. Through this process, they can gain hope and look to a brighter future. The career planning process is a pivotal step in opening doors to more promising and challenging careers for the young.

This BRIEF highlights the significance of individualized career plans for all students in preparing them for the world of work or further education. It contains a discussion of ICP development and an example of an ICP.

Background

Career planning – a must for *all* students

Career planning – an essential component of career development – is the cornerstone for making appropriate career, educational, and occupational choices. It is critical to effective transition. To this end, developing individualized career plans for each student is imperative.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Individual career plan development is not new in education. ICPs have been advocated by career counselors for the past three decades. Furthermore, the Individuals with Disabilities Education Act (IDEA), formerly the Education for All Handicapped Act (EHA), supports the concept of a career plan by mandating that schools develop individualized education programs for students with disabilities. Amendments to the IDEA require that the IEP, beginning no later than age 16 (and at a younger age if determined appropriate), must include a statement of **transition services** students need to prepare for postschool outcomes (e.g., postsecondary education, gainful employment, independent living, adult services, and community participation).

More recently, the School-to-Work Opportunities Act (STWOA) of 1994 was enacted to establish school-to-work systems that enable all students, including those at risk of failing, to identify and navigate paths to productive and progressively more rewarding roles in the workplace. The Act emphasizes career planning for *all* students that can facilitate their smooth transition from school to work or further learning.

BEST COPY AVAILABLE

CE 069 072

Individualized Career Plans

An ICP takes into account the student's:
- **needs**
- **goals**
- **interests**
- **preferences**

An individualized career plan is a formalized written plan that fits the student's unique, specific needs. It relates learning experiences to career goals. The plan is designed to facilitate the transition of the student from high school to future learning or employment. It should be a comprehensive document based on both formal and informal assessment of the individual. The ICP should also include the areas in which the student most needs to increase his or her knowledge and skills in order to reach the identified goal. McDaniels and Gysbers (1992) explain that individualized career plans–

> can be thought of as both instruments and processes that people can use alone or with the help of others to monitor and carry forward their career development. As instruments, plans can provide places to organize and record the abilities, interests, and values identified during career assessment and counseling. They can become organizers for personal, education, and career and labor market information, which then can be updated periodically. As processes, plans can become pathways or guides through which individuals can use the past and present to look forward to the future. They can become vehicles for planning. (p. 25)

The ICP differs from a career portfolio. A career portfolio contains a more detailed documentation of the student's progress that includes work samples, certificates of completion including competencies mastered, and other indicators of actual work.

While career counselors will probably coordinate career planning in most schools, teachers, administrators, and parents should be a part of a collaborative effort to assist students in achieving a successful life. They must all participate in each step of the students' career planning. By working together they can accomplish more.

Career Planning Strategies

ICP planning team members can adopt NOICC's integrated approach to comprehensive career guidance and counseling.

A well-designed ICP entails specific, systematic, and formal planning. The National Occupational Information Coordinating Committee (NOICC) (1994) recommends an integrated approach to comprehensive career guidance and counseling. The career guidance and counseling processes (i.e., outreach, instruction, counseling, assessment, career information, work experience, placement, consultation, referral, follow-up) described in this approach can be adopted by counselors and other ICP planning team members to facilitate the career planning process. The following strategies are suggested:

1. **Outreach** – Inform parents and students of educational, career, and occupational opportunities and introduce the concept of ICP development. Present current labor market trends and statistics and relate these to future career decisions.

2. **Student Assessment** – Determine abilities, interests, aptitudes, and preferences related to postsecondary life and immediate employment. Use formal (e.g., COPS, CAPS, ASVAB) and informal measures (e.g., observations in class and workplace, anecdotal records, interviews with parents and the student) during the assessment.

3. **Parental Involvement** – Seek active participation of parents and guardians during the career planning process. Invite parents to attend career planning meetings. Alleviate parental concerns about their child's future by orienting them with (a) employment alternatives, (b) community agencies, and (c) financial aid information. Additionally, clarify parents' roles in the planning process. Provide parents with samples of work that reflect their child's progress.

4. **Intra- and interagency collaboration** – Solicit support of professionals and community agencies that can provide students with services and additional assistance.

Involve appropriate agencies in joint planning activities that affect the student's future.

5. **ICP Implementation** – Make sure that the ICP for each student reflects agreements made during the career planning process. Ensure that various services and activities that the student needs, in order to achieve desired outcomes are provided.

6. **ICP Update** – Annually evaluate the student's progress in realizing the goals of the ICP. Based on assessment results, monitoring, and follow-up activities, make appropriate modifications to the ICP.

Contents of an Individualized Career Plan

Use formal and informal assessment data in ICP development

The following components, adopted from the Northwest Arkansas Public Schools' *Career Portfolio, Florida Student Career and Education Planner,* Illinois' *Individualized Career Planning for Secondary Students*, and the Omaha Public Schools Guidance and Counseling's *Educational/Career Planning Folder,* are recommended for inclusion in a student's individualized career plan.

1. **Personal Data** – Student's name, birthdate, address, social security number or student identification number, middle grade or high school level, and telephone numbers are essential information.

2. **Career and Educational Goals** – This section contains a statement of the tentative career and educational goals of the student. Results from aptitude, career interests, and other relevant assessment instruments as well as the student's extra-curricular activities can guide the setting of goals. Career goals must be outcome-oriented and flexible based on changing student preferences.

3. **Assessment Information** – Data about the student's career interests, educational and vocational aptitudes, achievements, and special needs are reported in this section to provide counselors, transition specialists, and vocational educators baseline information. Assessment information is key in matching careers with the student's abilities, interests, and preferences.

4. **High School Course Plan** – Courses required for graduation as well as those that will lead to the achievement of the student's post high school career and educational goals must be determined. Establish a clear understanding of academic areas where the student is progressing and any areas where the student is not making adequate progress.

5. **Employment History** – This part reflects the student's work experience. This can include employment (paid and unpaid) gained through internships, apprenticeships, or part-time work. List employer's name and address, type of work, and dates of employment.

6. **Career Development Activities** – Examples of career-related activities that can help the student develop an unbiased perspective and self-confidence include: exploring occupational and educational options, investigating job requirements, writing resumes and letters of application, filling out application forms, participating in mock interviews, completing assignments in an accurate and timely manner, and communicating effectively with others.

The core of the career planning process is the development and implementation of a formal, individualized, comprehensive, written career plan. Individualized career planning is a means for a student to reflect on and examine important areas of life development and the value of education to one's future life style and career choices.

Example of an Individualized Career Plan

Personal Data

Last Name _____ First Name _____ M.I. ____ Date of Birth _____

Address _____ Student ID Number _____

City _____ State _____ Zip Code _____ Social Security Number _____

Projected Graduation Date _____ Home Phone Number _____

Career/ Educational Goal(s)

9th Grade	10th Grade	11th Grade	12th Grade
Career Goal/s	*Career Goal/s*	*Career Goal/s*	*Career Goal/s*
Educational Goal/s	*Educational Goal/s*	*Educational Goal/s*	*Educational Goal/s*

Assessment Data

	Name of Test/Inventory	Date Administered	Results
ACHIEVEMENT			
APTITUDES			
VOCATIONAL			
LEARNING STYLES			
CAREER INTERESTS			
OTHER TESTS			

PSAT: V _____ M _____ ACT Composite Score: _____ Date Taken: _____

Tentative High School Course Plan

9th Grade		10th Grade		11th Grade		12th Grade	
Courses	Credit	Courses	Credit	Courses	Credit	Courses	Credit
Total Credits		Total Credits		Total Credits		Total Credits	
Student's Signature / Date		Student's Signature / Date		Student's Signature / Date		Student's Signature / Date	
Comments:		Comments:		Comments:		Comments:	

Interests

Grade	School Activities (clubs, organizations, sports, committees)	Community Activities (clubs, committees, organizations)	Interests/Hobbies
9th			
10th			
11th			
12th			

Employment History

Employer & Address	Dates Employed	Type of Work & Responsibilities	Comments

Career Preparation Activities

TO PREPARE FOR MY CAREER, I NEED TO

- ❒ Enroll in a magnet program or Career Center.
  Area of Interest: _____
- ❒ Learn how to market my experiences and abilities. (Resume writing, Letter of application writing, Thank you letter writing, Interview)
- ❒ Pursue an on-the-job training program. (Bureau of Apprenticeship, Job fair, Job Placement Counselor)
  Training Desired: _____
- ❒ Enlist in the military service. (ASVAB, ROTC, Recruiter visit)
  Area of Interest: _____
- ❒ Attend a trade, technical, or vocational school. (Vocational college fair, School visits, Financial aid)
  Area of Study: _____
  School/s Considered: _____
  _____
- ❒ Go to work full-time. (Job fair, Shadowing, Job Placement Counselor)
  Type of work: _____
- ❒ Attend a two-year college to prepare for work. (Articulation Agreement/s, Vocational college fair, School visits)
  Area of Study: _____
  Schools Considered: _____
  _____
- ❒ Attend a two-year college and transfer to a four-year college. (Vocational college fair, School visits, College workshops)
  Area of Study: _____
  School/s Considered: _____
  _____
- ❒ Enroll in a four-year college. (PSAT, ACT, SAT, Achievement tests, Financial aid application, College fairs)
  Area of Study: _____
  School/s Considered: _____
  _____

VOCATIONAL TRAINING

Name of Courses/Program

Business Education/Marketing _____
Health Occupations _____
Home Economics _____
Trade & Industrial Occupations _____
Agriculture _____
Before Employment Skills Training (JTPA) _____

FUTURE PLANS (AFTER HIGH SCHOOL)

Employment

- ❒ Full-Time Job
- ❒ Part-Time
- ❒ Military

Education

- ❒ Vocational/Technical Training
- ❒ Apprenticeship
- ❒ On-The-Job Training
- ❒ Community College – 2 year
- ❒ University – 4 year

REFERENCES

Name	Address	Phone

References

Individuals with Disabilities Education Act. (PL 101-476). (1990).

Illinois State Board of Education. (1992, June). *Individualized career planning for secondary students*. Springfield, IL: Author.

Illinois Transition Project. (1990, September). *The transition planning guide (TPG): The key to individual planning, community needs assessment, and systems analysis*. Carbondale: Author.

Maddy-Bernstein, C., & Cunanan, E.S. (in press). *Exemplary guidance programs: What should they look like?* Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.

McDaniels, C., & Gysbers, N. C. (1992). *Counseling for career development: Theories, resources, and practices*. San Francisco: Jossey-Bass.

National Occupational Information Coordinating Committee. (1994, March). *Program guide: Planning to meet career development needs*. Washington, DC: Author.

Northwest Arkansas Public Schools. (no date). *Career portfolio*. AK: Author.

Omaha Public Schools Guidance and Counseling. (no date). *Educational/career planning folder.* Omaha, NE: Author.

State System of Public Education. (1991). *Florida student career and education planner*. FL: Author.

This publication was prepared pursuant to a grant from the Office of Vocational and Adult Education, U.S. Department of Education, authorized by the Carl D. Perkins Vocational and Applied Technology Education Act. Any or all portions of this document may be freely reproduced and circulated without prior permission, provided the source is cited as the National Center for Research in Vocational Education, University of California, Berkeley, Office of Student Services.

OFFICE OF STUDENT SERVICES' BRIEF
National Center for Research in Vocational Education
University of California, Berkeley

Developed by:
Dr. Esmeralda S. Cunanan
Office of Student Services
University of Illinois at Urbana-Champaign Site

Address all comments and questions to:
Dr. Carolyn Maddy-Bernstein, Director
345 Education Building, 1310 South Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

The Office of Student Services of the National Center for Research in Vocational Education, University of California, Berkeley is housed at the University of Illinois. The Office of Student Services works nationally to promote the full range of quality programs and services that assist all students (secondary and postsecondary), including members of special populations, to successfully transition from school to work.

Office of Student Services
345 Education Building
1310 South Sixth Street
Champaign, IL 61820

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 75
CHAMPAIGN, IL 61820